

SUN PRAIRIE AREA SCHOOL DISTRICT
SUN PRAIRIE, WISCONSIN 53590

Job Description

JOB TITLE: **ASSOCIATE PRINCIPAL**

DEPARTMENT: Administration

LOCATION: District Wide

REPORTS TO: Principal

PREPARED BY: District Administrator DATE: 10/08 (rev. 3/10, 6/16, 10/20, 5/24)

SUMMARY:

This position is responsible for supporting the school principal by:

- Leading the development, communication, implementation, and monitoring of a vision for learning; shared and supported by the school community;
- Advocating, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, with fairness, and in an ethical manner; and
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts of the school.

ESSENTIAL LEADERSHIP SKILLS & DUTIES include the following:

1. Creates the Educational Environment:
 - a. Creates conditions so that students can acquire habits, skills, and attributes regarding their emotional development, self-concept, and social competence. This includes opportunities to access high quality social-emotional learning (SEL) instruction, evidence-based educator practices, and the integration of social-emotional competencies into the learning environments.
 - b. Establishes student/educator relationship as a partnership. Sun Prairie learning environments will be places where emotional connection and trust are the foundations for educators to provide both strong relationships and expect high standards. Educators support each student's feelings of belonging and value in their learning community. Students are learning partners with one another within their classroom communities.
 - c. Develops a sense of school connectedness and belonging exists through the development of genuine caring, nurturing, and supportive relationships between and among students and educators so that students have a positive experience at school.

- d. Utilizes restorative practices to emphasize community-building and the development of belonging and acceptance as a means to establish positive relationships and connection. When harm occurs between individuals and/or to the community, there is a focus on repairing the relationship in order to restore a healthy sense of community.

2. Creates Educational Experiences:

- a. Creates conditions where educators and students combine knowledge of learner interests, learner development, and academic and social-emotional learning standards (SEL) to provide challenging, aligned, and enduring learning experiences. Curriculum is adapted and supplemented as needed.
- b. Analyzes and leverages student data to determine when supplementary learning opportunities are needed in order to ensure learning of essential standards.
- c. Provides students with assessment opportunities to demonstrate competency and proficiency of essential standards. Competency is defined by student understanding, and proficiency is defined by a student's ability to apply their learning to unique or authentic problems.
- d. Provides opportunities for students to demonstrate understanding of standards in multiple formats and media. Tasks and assessments contain developmentally appropriate and increasingly expansive opportunities for students to use spoken word, writing, composition, demonstration or other forms of expression to communicate understanding and create meaning.
- e. Provides feedback that is prompt, aligned to learning targets, and promotes students' self-reflection.
- f. Allows students to have real, significant, and authentic choices about their learning, and the strategies and approaches they will use to meet learning objectives. Students may align choices to their areas of interest. Students are able to communicate their learning goals and then set, plan and achieve those goals with guidance and feedback from educators that validates and affirms their learning.

3. Creates Educational Equity:

- a. Leads a student-centered approach to teaching by which students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being and belonging. All staff must know that we live in a diverse society with disparate outcomes based on race, ability, class, sexual orientation, gender identity, and language. Staff must recognize their own cultural lens on interpreting and evaluating students. Staff must promote effective learning by responding to students' displays of culture with teaching moves that connect students' prior knowledge with new concepts.
- b. Works collaboratively to analyze data, design and engage in professional growth, and implement action plans that shift the culture of the district/school to embrace system-wide equity transformation. Inequitable systems must be dismantled through a dynamic process that removes systemic barriers that inhibit the learning of all historically marginalized students.
- c. Believes students must be recognized for their individuality. Diverse learners include students of all abilities and all identities. Fosters students' success by building on their individual strengths and through the removal of barriers to their learning. All students must see themselves within the curriculum and learning experiences. All educators must see the multiple dimensions of each learner

ESSENTIAL LEADERSHIP RESPONSIBILITIES include the following: *Other duties may be assigned.*

1. Maintains an awareness of the details and undercurrents in the running of the school and uses this information to address current and potential problems.
2. Ensures that teachers and staff are aware of the most current practices of learning and makes the discussion of these a regular aspect of the school's culture.
3. Involves teachers in the design and implementation of important educational decisions and rules.
4. Fosters shared beliefs and a sense of community, collaboration, and cooperation.
5. Monitors the effectiveness of school practices and their impact on student learning.
6. Works with the principal to establish standard operating principles and procedures.
7. Recognizes and celebrates school accomplishments and acknowledges failures.
8. Maintains current knowledge base about effective practices in curriculum, instruction, and assessment.
9. Collaborates with principal in master scheduling.
10. Establishes strong lines of communication with and among teachers, staff, students, colleagues, parents/caregivers and community members.
11. Adapts leadership behavior to the needs of the current situation and is comfortable with dissent.
12. Attends and supervises extracurricular athletics and activities.
13. Implements a clearly understood, fair discipline code that promotes student learning, orderliness, and safety.
14. Participates as a collaborator in district level work.-
15. Meets established timelines and expectations in all aspects of the position.

SUPERVISORY RESPONSIBILITIES:

As assigned by the school principal in accordance with the district's policies and applicable laws.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to eligible individuals with disabilities to perform the essential functions.*

EDUCATION and/or EXPERIENCE:

Master's Degree in administration with graduate level course work in school administration.
Minimum of three years experience in administration and/or teaching/student services.

COMMUNICATION AND LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or government regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of students, staff, parents, administrators, school board, and community.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply basic concepts of algebra and geometry. Ability to work with mathematical statistics.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory in specific field. Working knowledge of word processing, spreadsheet, database, and presentation software applications. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in written and written format. Ability to perform duties with awareness of all district and school board policies.

ANALYTICAL AND REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw conclusions. Ability to interpret an extensive variety of technical instructions in mathematical and diagram form and deal with several abstract and concrete variables.

TEMPERAMENTS:

Ability to direct others, deal with people, and influence people in their opinions, attitudes, and judgments. Ability to perform a variety of duties. Ability to work with people who express conflicting opinions. Ability to solve problems, make judgments, and reach conclusions.

PHYSICAL ATTRIBUTES: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk, and hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close visions, distance vision, peripheral vision, and depth perception.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise environment is quiet to loud depending upon the activity in the particular part of the day and the location.

CERTIFICATES, LICENSES:

Must possess and maintain or be eligible to obtain a current Wisconsin Department of Public Instruction license for Principal, or Pre K-12 Principal License, Code 51. Must possess and maintain or be eligible to obtain a current Wisconsin Department of Public Instruction license to teach. Driver's License.

PHYSICAL REQUIREMENTS:

Shall complete a physical examination as required by Wisconsin Statute 118.25.